

# Year Five: Autumn Term

## Power Pages for Home Learning

*This booklet is designed to support children with learning they can do at home.*



### **What are Power Pages?**

*In a nutshell, a Power Page is a summary of the key foundational knowledge for each topic studied, that we expect children to embed in their long term memories and to retain as they move through the school. We have Power Pages for each of the History, Geography and Science topics and year group pages for Music and Art. They were developed over a period of two years by the teachers, led by the Subject Leaders.*

*At school, the children's Power Pages are A4 and they are kept in a personal folder. Children use them continuously as they work through a topic. They return to them throughout the year to keep embedding those key facts and figures. When they move on to their next class, they will keep returning to this core knowledge.*

*Teachers run regular quizzes to check progress and to identify gaps in learning.*

*The end of year judgement as to whether your child has met the age related expectations for the year group is based partly on these quizzes, combined with how well they attain in lessons. This is what you will see on the annual report.*

*At the end of the year, children who score 98% in the Scholarship Quiz are awarded a Scholar pin badge to wear on their uniform for the next year.*

### **What to do at home**

*You will receive a booklet once a term with updated power pages. Keep this one safe so that you can refer back to it!*

*Parents should help and encourage children to learn the content of the Power Pages. You might read them together, play 'can you find where it shows...' or quiz them on the contents once they have committed it to memory.*

# Home Learning for Year Five

## Annual Overview of Topics

Autumn Term	Spring Term	Summer Term
<p>Chile Sayers Croft Life Cycles Light Rosa Parks—Equal Rights</p>	<p>Forces Mayans</p>	<p>Materials Anglo Saxons/Vikings/ 1066 Rivers Gears and Levers</p>

### Geography

Climate zones; rainforest; eco-systems; biomes; Santiago de Chile; Easter Island statues

### Science

Classification of plants; reproduction of plants; Life cycles of different animals; Scientist: Eva Crane; light travels in straight lines; shadows

### EPR

Perseverance; positive mental health, speaking out for justice; individual freedom; internet safety—images

**Eco:** bee habitats

**Fairtrade:** global inequality

### DT

Make a stir fry

### PE

Sequence movements including rolls on floor and benches

### Music

Vivaldi— Baroque; create soundscapes; play chord sequences; record tunes on a stave

### Computing

Online safety; ArcGIS mapping  
Coding; Google Earth

### RE

Unique talents and gifts; lessons from St Paul; Mother Teresa; mission; called to service; marriage; Advent; the Magnificat; Christmas

### Art: Impressionists

3D tonal shading; shading to show light and shade; use a printing block; pattern and texture; Chile-inspired collage

### Drama and Dance

Using drama to solve problems  
Change pace and timing of dance  
Choreograph a dance

# Year 5 Standing up for your rights— Rosa Parks

## Facts to read and know

1. Rosa Parks was incredibly brave. In 1955, she **refused to give up her seat** on the bus to a white person, which was the law.
2. Parks had had an earlier encounter with the bus driver who demanded she leave her seat (more than **70% of bus users were black people** at the time).
3. She was not alone in refusing ... around the same time, there were 4 other women who were arrested for the same reason.
4. She was **arrested for being defiant**. Rosa was **arrested** several times for her role in the boycott.
5. Rosa was already a **civil rights activist** before her arrest.
6. Her **act of civil disobedience** was not pre-meditated (she was not sitting in the 'whites-only' section).
7. Many white people responded to her arrest with a **bus boycott** in support of Rosa.
8. Parks was forced to move from Montgomery as she was **threatened by** angry white



The 'Jim Crow' laws legalised racial segregation.



Rosa Parks refused to give up her seat on a bus.



Montgomery bus boycott.



Rosa is arrested



## Key Vocabulary

<b>Boycott</b>	To refuse to take part in something
<b>Abolish</b>	Put an end to or get rid of. Slavery was abolished because it was wrong.
<b>Prejudice</b>	A preconceived opinion that is not based on reason or actual experience.
<b>Civil rights</b>	To be equal to each other, no matter who we are.
<b>Discrimination</b>	The unjust or prejudicial treatment of different categories of people, especially on the grounds of race or gender.
<b>Segregation</b>	The practice of keeping people apart, e.g. people of different races. This is
<b>Equality</b>	The state of being equal, especially in status, rights or opportunities.



**1913**  
Born in Alabama, (USA)

**1st December 1955**  
Told to give up her seat

**5th December 1955**  
Charged with breaking the rules. She was found

**December 1955 – December 1956**  
The bus boycott took place. Black people showed their support for Rosa by refusing to

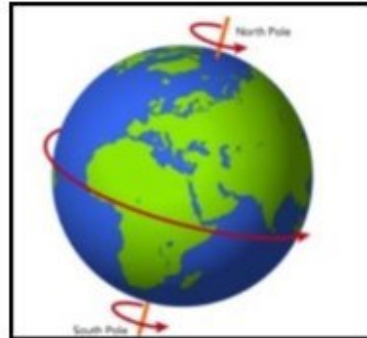
**1996**  
Rosa Parks is awarded the

## The UK and Ireland

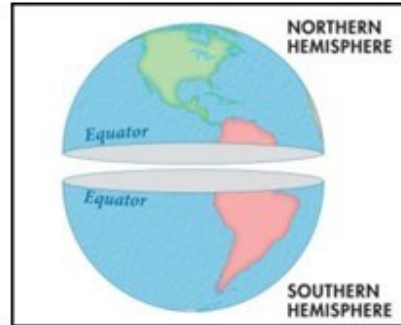


# Year 5 Where in the World?

The **South Pole** is in **Antarctica**.  
The **North Pole** is in the **Arctic**.



The **equator** is an imaginary line which goes around the centre of the earth. It divides it into the Northern and Southern Hemisphere.



The region of Earth's surface that is closest to the Equator is called the tropics. Two imaginary lines that circle the globe mark the boundaries of the tropics. The line called the Tropic of Cancer marks the northern edge. The line called the Tropic of Capricorn marks the southern edge.

## The Seven Continents and Five Oceans



## Major Cities of the UK



## Waters around the UK



## The World's Mountain Ranges



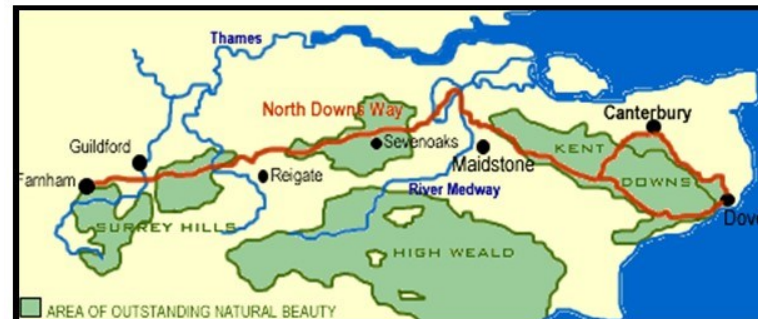
## Counties in the South-East of England



There are 48 counties in England.



The **North Downs and South Downs** are parallel ranges of chalk hills in **SE England**. They rise to 965 ft (294 m) at **Leith Hill, Surrey**. The North Downs range extends 160 km from near Farnham, Surrey, to the White Cliffs of Dover, Kent. The South Downs extends 100km from near Winchester, Hampshire, to Beachy Head, East Sussex.



## UK Rivers

**River Thames** runs through **London**.

**River Mole** runs through **Leatherhead**.

**Hogsmill River** runs through **Ewell Village**.

**Cuckmere River** runs through **Sussex**.

**River Severn** runs through **England and Wales**.

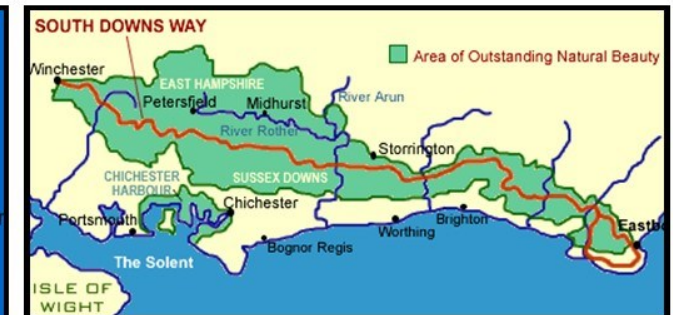
**River Tay** runs through **Perth and Dundee in Scotland**.

**River Trent** runs through **Nottingham in England**.

**River Mersey** runs through **Liverpool in England**.

## World Rivers

**River Amazon** runs through **Brazil**.



# Year 5 Geography Chile

## Facts to read and know

1. **Chile** is located south of the **equator** in the continent of **South America**
2. Chile is bordered on the west coast by the **Pacific Ocean**
3. Chile's **capital city** is **Santiago**.
4. Along the eastern border of Chile runs the **Andes mountains**
5. The **Loa River** is located in the north of the country and runs through the **Atacama Desert**. It is Chile's longest river.
6. It is bordered by three countries: **Peru, Bolivia and Argentina**

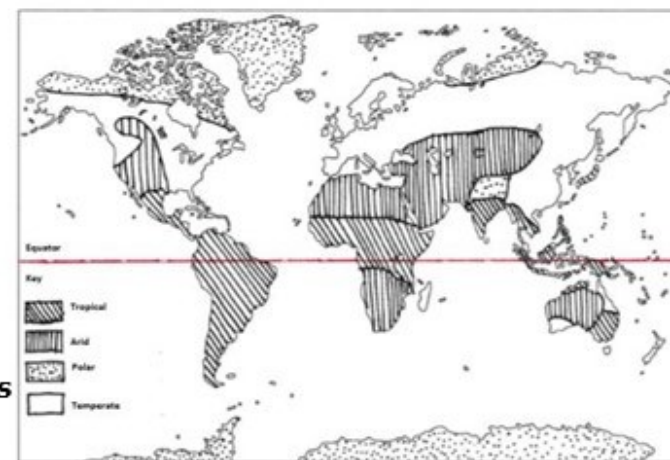
The United Kingdom compared in size to Chile.



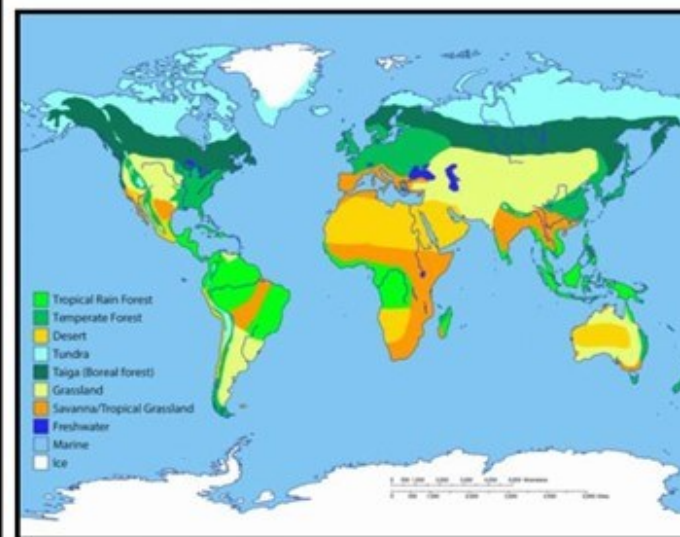
**Climate zones** are areas around the world with specific patterns of weather. In a certain place, if there is a pattern of weather that occurs over a long period of time, this can be described as its climate. It takes years for scientists to find, track and record these patterns.

There are 4 main **climates zones** in the world: **tropical,**

## The World's Climate Zones



## The World's Biomes



**Biomes** are large regions of the Earth that have a certain climate

They have certain plants and animals that have adapted to living there.

## Key Vocabulary

<b>Longitude</b>	A distance measured in degrees <b>east or west</b> of an imaginary line that runs from the north pole to the south pole and passes through Greenwich, England ( <b>The Meridian</b> ).
<b>Latitude</b>	The distance <b>north or south</b> of the <b>Equator</b> measured in degrees.

### Human

#### Geography of Chile

Features made by humans  
e.g. Gran Torre,  
San Jose Mine,  
Easter Island Statues (Moai).

### Physical

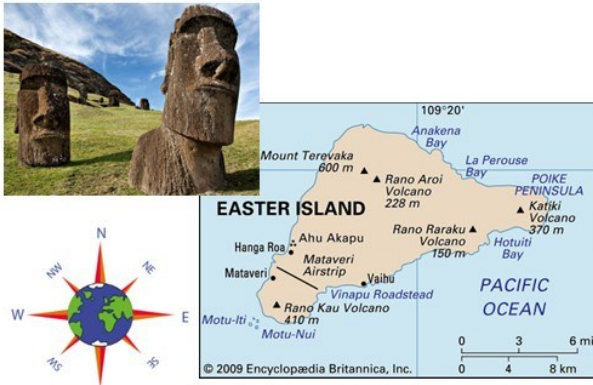
#### Geography of Chile

Natural, not made by humans  
e.g. Loa River,  
Atacama Desert,  
Valdivian Rainforest,  
Andes Mountains.

## Key Facts about Easter Island

**Easter Island** is located on the western coast of Chile in the Pacific Ocean. It is famous for the **Moai** statues.

Moai Statues are monolithic human figures carved by the Rapa Nui people on Easter Island from volcanic rock (**tuff**) between the years 1250 and 1500.



The population of each type of settlement increases as the number of settlements of that type decreases.

Chile's **population** is approximately 19 million. The UK's population is approximately 68 million.

Chile has no megacities. The **megacity** in the UK is London.

## Key Facts about Rainforests

The **rainforest** is made up of four layers: **forest floor**, **understory**, **canopy** and **emergent layer**.

Chile's **temperate rainforest** is located in the South of the country. It is called the **Valdivian Rainforest**.

Rainforests are under threat due to **deforestation**, **climate change** and human interaction.

**Temperate Rainforests** are coniferous or broadleaf forests that occur in **temperate climate zones** and receive heavy rainfall.

**Tropical rainforests** occur in **tropical** climates around the world. A **rainforest** is a tall, dense forest that receives lots of rain every year.



**Deforestation** is the clearing or cutting down of forests by humans.

## The Layers of the Rainforest



## Why did Easter Island's population decline and nearly disappear?

People settled on Easter Island due to the fertile soil. Nowadays, the island has very few trees left. The population declined due to rapid **deforestation** during the time of Moai construction.

The main types of land use in **Santiago** (the **capital city**) are commercial and residential.

## Describe what you see.



## Key Vocabulary

<b>Natural</b>	Are materials from the earth e.g. coal, natural gases, oil, stones.
<b>Industry</b>	A group of manufacturers or businesses that produce goods or service e.g. Mining, viticulture, agriculture and fishing.
<b>Export</b>	Are the goods or services produced locally and then sold to other countries. Chile's main export is <b>copper</b> .
<b>Import</b>	Are the goods or services purchased from other countries. Chile's main imports are <b>fuel, minerals</b> and <b>oil</b> .

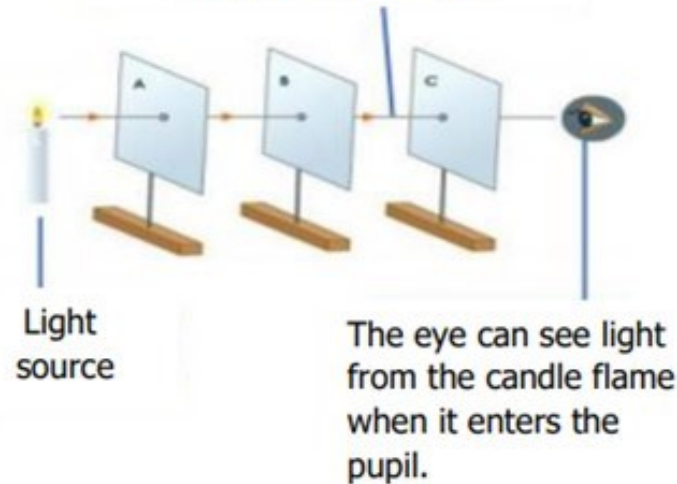
# Year 5 Light

## Facts I need to know

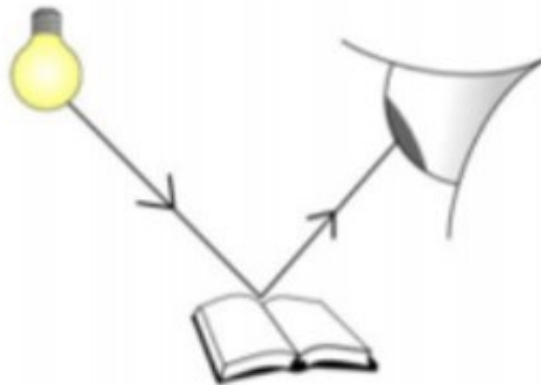
1. Light travels in **straight lines** and we use arrows to show the direction it travels.
2. Shadows are the **same shape** as the object because light travels in straight lines.
3. We see a source of light because light travels from the light source to our eyes.
4. We see non-luminous objects because light is **reflected** into our eyes.
5. Light is **reflected** from surfaces.
6. Light **reflects** off a flat mirror in a special way, which is why we can see our reflection.

## Light travels in straight lines

We use an arrow to represent the path of the light.



## How we see non-luminous objects

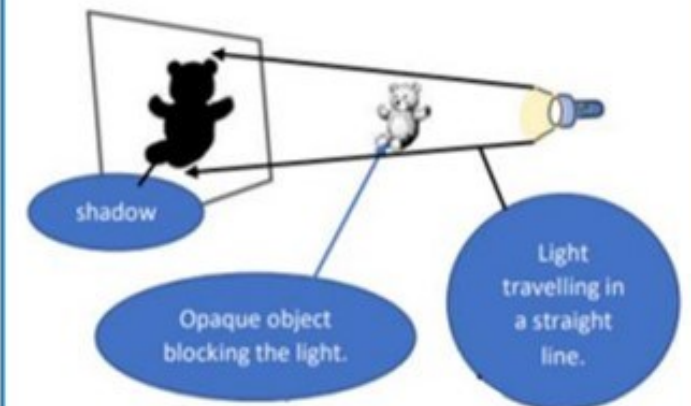


The person can see the book because light shines onto the book and then reflects off the book and into their eyes.

## Key Vocabulary

<b>light source</b>	A natural or artificial source of light.
<b>non-luminous</b>	Does not give out light.
<b>shadow</b>	A dark area created where light from a light source is blocked by an opaque or translucent object.
<b>reflect</b>	When light bounces off a surface, we say it reflects.
<b>light ray</b>	Each line of light travelling in a straight line from its source.
<b>periscope</b>	A device that enables children to see over walls or round corners using mirrors.

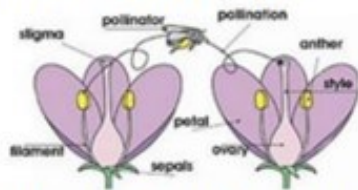
## Formation of a Shadow



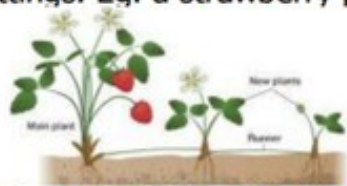
# Year 5 Life Cycles

## Facts I need to know about Plants

1. Plants are **classified** into broad groups according to common **characteristics** and by how they **reproduce**.
2. Plants either reproduce **sexually** or **asexually**.
3. **Sexual reproduction** in plants occurs through **pollination** involving the wind or insects. Eg. an apple tree



4. **Asexual reproduction** involves only one parent plant using bulbs, tubers, runners and cuttings. Eg. a strawberry plant



5. **Flowering plants** have distinct stages in their life cycle.



## Animal Life Cycles

Learn the differences between these life cycles.

### The Life Cycle of a Mammal



**3 Stages** – embryo, young and adult.

The female gives birth to live young.

### The Life Cycle of a Bird:



**3 stages** in their life cycle – egg, young and adult.

The young hatches from an egg.

### The Life Cycle of an Insect:

**Complete metamorphosis**  
**4 stages** -

egg, larva, pupa and adult

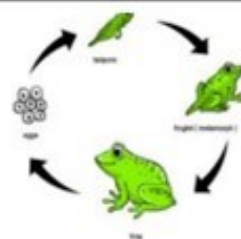


**Incomplete metamorphosis**  
**3 stages** -

egg, nymph and adult



### The Life Cycle of an Amphibian



**4 stages** – egg, young, young adult and mature adult.

Eggs are laid in water. The young go through a process called **metamorphosis**.

## Key Vocabulary

<b>life cycle</b>	The series of changes that take place during the life of a living thing including birth, growth and reproduction.
<b>reproduction</b>	As part of their life cycle, plants and animals reproduce. It is the process where a living organism creates a likeness of itself.
<b>sexual reproduction</b>	Reproduction that needs male and female sex cells.
<b>asexual reproduction</b>	Reproduction that needs one living organism to create an offspring. The offspring is an exact copy.
<b>metamorphosis</b>	The young of an animal goes through a complete change before it reaches its adult form during its life cycle.
<b>runner</b>	A long stem of a plant that grows along the ground in order to put down roots in a new place.
<b>tuber</b>	A swollen underground stem or root of a plant from which new plants can grow.
<b>embryo</b>	An unborn human or animal in the earliest stages of growth or a tiny young plant inside a seed.
<b>pollination</b>	The transfer of pollen from the stamen of one flower to the stigma of another flower.

# Year 5 Music

## Facts to read and know

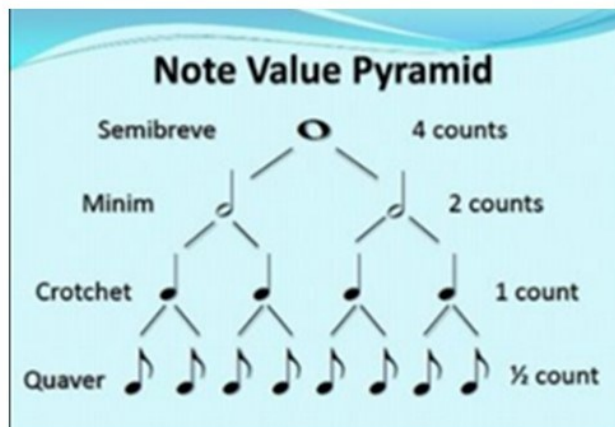
1. A dotted crotchet has 1 and a half counts



2. A dotted rhythm has long notes tied to shorter note half it's length e.g. a dotted minim has 3 beats.

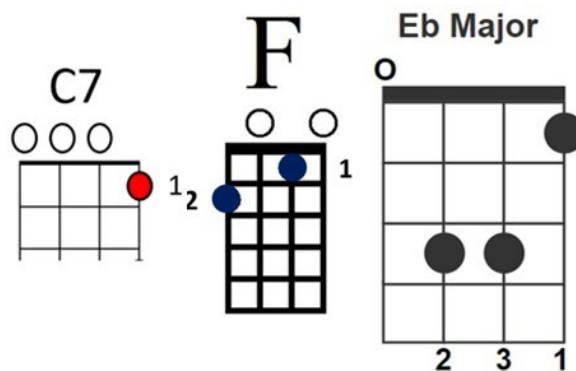


3. Ride of the Valkyries dotted rhythms:





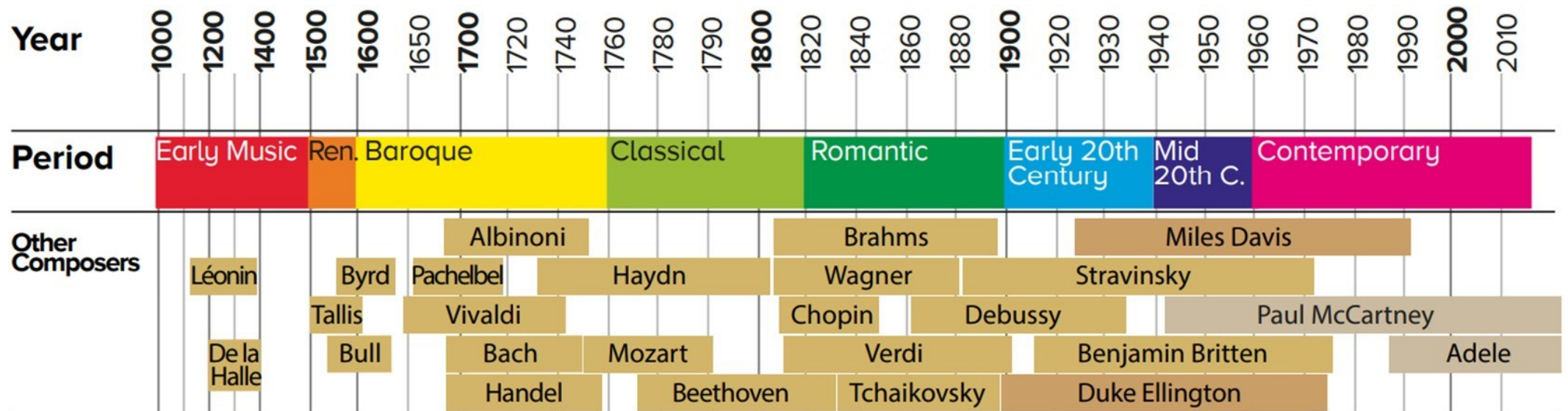
Every **G**ood **B**oy **D**eserves **F**un  
**F**ACE

## Ukulele chords:



## Key Vocabulary

Chromatic	Every <b>next door neighbour note</b> going up or down
Dissonant	Notes played together that seem to <b>clash</b> .
Motif	A <b>short music idea</b>
Leimotif	A music <b>theme</b> that keeps coming back and is <b>associated with a place, person or idea</b> .
syncopated	Stressing beats that are not normally that strong—unexpected feeling.
Trill	2 notes quickly playing a wobble 
Jazz	A style of American music with many styles blended together and some notes sound “bent” to create emotions. 
Programme music	Music that describes, tells a story or paints a picture.
Baroque	Music written between 1600 and 1750. Listen for trills, continuous flowing tunes and a harpsichord



**Italian Baroque  
Composer:**

**Antonio Vivaldi  
(1678-1741)**



**"Winter" from "The  
Four Seasons"**

One of the first composers to write programme music—he described each season using the timbre of instruments and textures e.g. dripping icicles



**German Romantic Composer**

**Richard Wagner  
(1813-1883)**



**"Ride of the  
Valkyries"**

**Wagner used leitmotifs to tell  
the story, which kept returning  
e.g. upward swoop for flying.**



**South Korean Modern Composer**

**Lee Ru-ma  
"Yiruma"  
born 1978**



**"River Flows In  
You"**

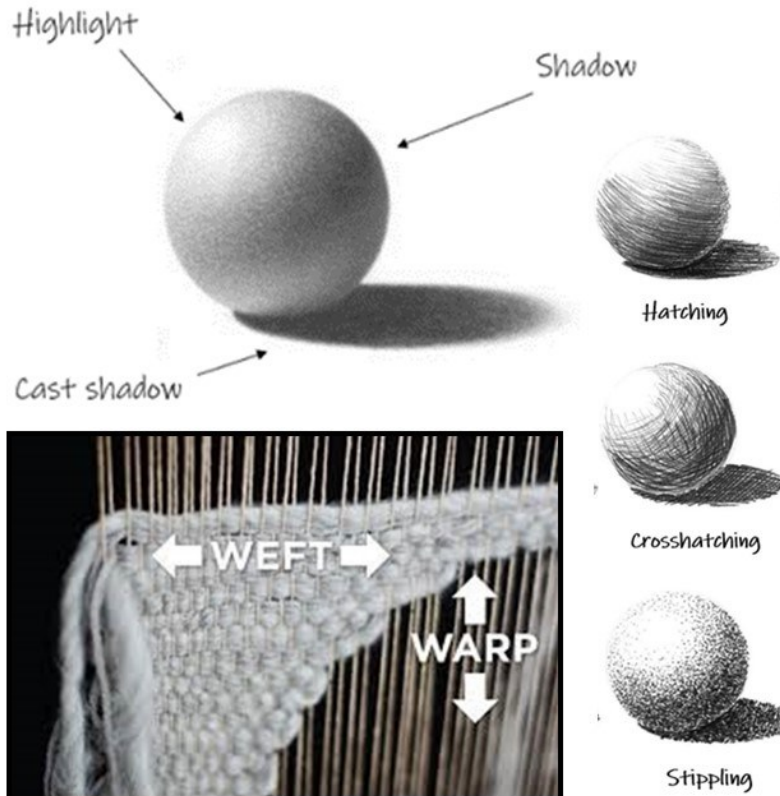
**R&B / Soul music Motown Label**

**Dancing In The Street by Martha And  
The Vandellas. 1964**

# Year 5 Art Skills

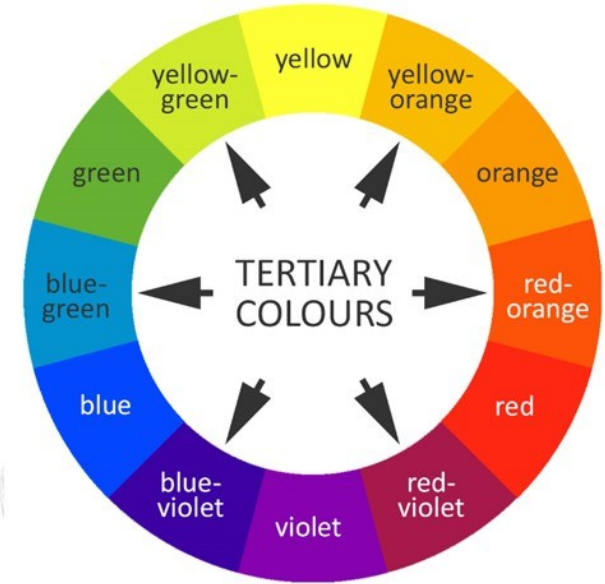
## Key Words

<b>Highlight</b>	Where the light hits an object.
<b>Shadow</b>	Where the light is not hitting an object.
<b>Cast shadow</b>	On the opposite side to the highlight.
<b>Loom</b>	The base for weaving.
<b>Warp</b>	The vertical string.
<b>Weft</b>	Horizontal lines of fabric that are woven in and out of the warp.



## Colour Theory

### The Colour Wheel



The Ancient Maya often wore woven fabric as clothing or body coverings for everyday life. They used cotton, wool and silk.

## Moulding Clay

Pottery looked at before: **Bronze Age Bell Beakers, Ancient Greek urns and Clarice Cliff.**

Using tools, you can add details by adding relief on to and gouging shapes into clay.

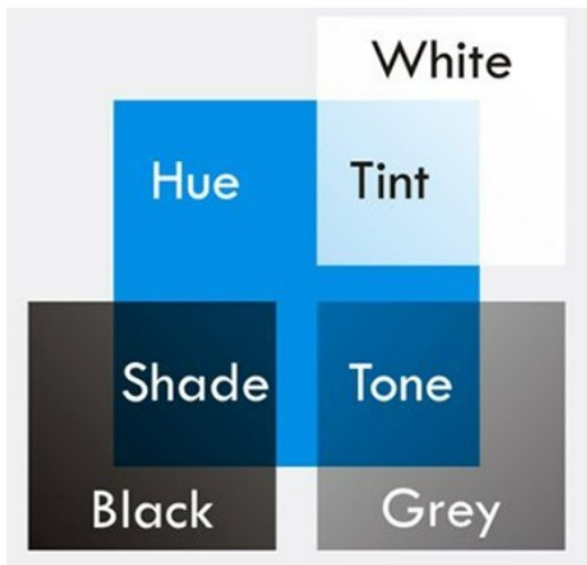


## Block Printing

Block prints can be used more than once. To make a block print, you make an impression into a surface (e.g. polystyrene or cardboard).



Printmakers looked at before: **Katsushika Hokusai, William Morris and Andy Warhol.**



# Year 5 Art History

## Impressionism

- Impressionists painted **outdoors**.
- Impressionist artists didn't try to paint a reflection of real life, but an '**impression**' of what the person, light, atmosphere, object or landscape **looked like to them**.
- They looked at how **light and colour** changed the scenes, often using **thick, quick and messy brush strokes**.

**Art technique: painting.**



*La Seine au Point du jour*  
by Albert Sisley (1877)



*Water lilies*  
by Claude Monet (1915)



*The Skiff*  
by Pierre-Auguste Renoir

### Some of the main impressionists

Claude Monet,  
Camille Pissarro,  
Alfred Sisley,  
Pierre-Auguste  
Renoir,  
Edgar Degas

## Pointillism

- **Small, distinct dots of colour** are applied close together in patterns to form an image.
- It relied on the viewer **blurring and blending** the small dots to form an image in the eye.
- The **smaller the dots, the clearer the painting** and the sharper the lines.
- Complementary colours were used to make paintings more vibrant.

**Art technique: painting.**

*Bathers at Asnières*  
by Georges-Pierre Seurat (1884)

**Georges Seurat and Paul Signac** developed the technique in 1886, branching from impressionism.



Painters looked at before: **Vincent Van Gogh, David Hockney, JMW Turner, Alma Thomas, Stephen Wiltshire, Katsushika Hokusai and Joan Miró.**

## Ancient Mayan Art



- They created many pieces of artwork, **influenced by their religion and way of life**, including paintings, ceramics and monumental structures (e.g. tall pyramids and palaces).
- **Masks** played a central role in Maya **culture**. They were made for a variety of occasions and purposes. They were even used to **decorate temples with portraits of gods and kings**.
- Masks were often **inspired by animals**; they were **vibrant** and **colourful**.
- They used **powerful shapes** on masks - **dramatic** and **not soft-edged**.



Historical art looked at before: **Cave paintings at Lescaux, Roman mosaics, Ancient Egyptian and Ancient Greek art.**

Year 5 Spanish  
Autumn  
**Los deportes**



Te gusta el baile ?  
Baloncesto ?

Me encanta  
Me gusta  
Me da igual  
No me gusta  
detesto

La navidad, la  
nochebuena,  
La Virgen María,  
la Nochevieja,  
los Reyes Magos

Los deportes  
El futbol  
El baloncesto  
El atletismo  
La natacion  
El baile  
La gimnasia  
La escalada  
El ciclismo  
El rugby

Days of Week  
Lunes  
Martes  
Miercoles  
Jueves  
Viernes  
Sabado  
Domingo

**Vocabulary**

Yo tú el ella ello, nosotros vosotros  
práctico ,prácticas práctica,  
practicamos, practicáis

Práctico el baile y juego al fútbol.

Me encanta el rugby porque es competitive.

Qué día prácticas el baile?



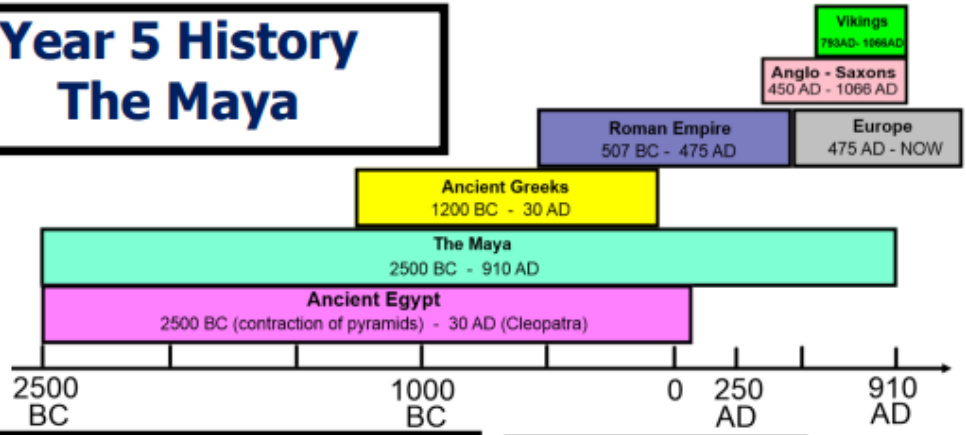
## Learning for the Spring Term

<p><b>Science:</b> forces, gravity, Newton meter, water resistance, pulleys, Isaac Newton</p> <p><b>EPR:</b> seeking permission in relationships, vocation, different types of relationship.</p> <p><b>Fairtrade:</b> global inequality</p> <p><b>PE:</b> In gym, group balances, low level apparatus travel.</p>	<p><b>Music:</b> Ride of the Valkyries, leitmotif, dotted rhythms, Mayan music</p> <p><b>Computing:</b> coding passwords and permissions, recognising inappropriate content, creating games, Excel.</p> <p><b>RE:</b> Unity, the Gifts of the Spirit, Eucharistic Prayer, Lord's Prayer, Passover, Last Supper, Consecration</p>	<p><b>DT:</b> Make a fruit crumble, Mayan inspired gadget holder, control box operations</p> <p><b>History:</b> Mayan temples, social hierarchy, Conquistadores, Mayan art</p> <p><b>Art:</b> weaving, Mayan masks</p> <p><b>Drama and Dance:</b> Creating atmosphere with a scene, 3/4 timing in music</p>
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Warrior

# Year 5 History The Maya



## Key Vocabulary

<b>Artefact</b>	An <b>artefact</b> is anything which made by humans. <b>Artefacts</b> are often discovered through excavation and are studied by archaeologists and historians in order to learn about the human past.
<b>Civilisation</b>	A <b>Civilization</b> is a group of people with their own languages and way of life.  Some examples of <b>civilizations</b> are the Greeks, the Romans, the Maya, the Aztecs, and the Vikings. <b>Civilization</b> comes from the Latin word <i>civis</i> , meaning someone who lives in a town.

### Discovering Maya ruins The Conquistadores

1. Europeans discovered many parts of America in **1492** when **Christopher Columbus** first sailed from Europe to America.
2. He shared the wondrous tales of rich and vast lands filled with precious material.
3. In **1502**, inspired, a group of Spanish explorers, called the **Conquistadores**, sailed to Mexico and conquered the **Aztecs**.
4. Then, they carried on into Mesoamerica, discovering whole abandoned cities of the **Maya**.
5. The Maya civilisation stretched from what is now **South Mexico through Central America**.



**Invasion**  
 People invade or settle in new countries for better land, for food, resources and for power.  
 The Spanish Conquistadores went to South America to explore and to look for gold and other resources.



# Maya Culture and Society

## What did the Conquistadores discover?

1. The Maya adapted for life in different **climates**: rainforest, coastal, highland and lowland.
2. The Maya had **roads, reservoirs and plazas**.
3. The **Maya pyramids** were originally coated in plaster and painted in red.
4. The Maya had a **hierarchy for society**.
5. They played a ball game **Pok-a-Tok** (the earliest known team sport in the world!) The two teams tried to get a rubber ball through stone hoops. The losing team were sacrificed.

## Interesting Fact!

In 2021, human fecal matter uncovered from a lake in Guatemala revealed the Maya population living in the ancient city of Itzan declined during four different periods over the course of 3,300 years - and **climate change** was probably to blame.

A team of scientists confirmed **droughts** plagued the area from 90 to 280 AD, 730 to 900 AD and 1350 to 950 BC, all of which saw the Maya population drop.

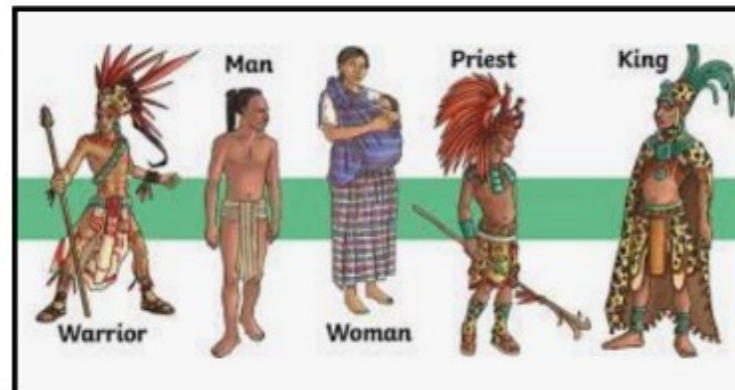


## What did the Maya wear?

Maya men and women wore their capes and cloaks to just above the knee, draped around their shoulders or tied around their necks. These were generally made of cotton, which could be dyed or painted various colours and decorated with colourful threads.



The Maya calendar predicted that the world would end in 2012. It did not!



## The Maya Society

Mayan society was a **hierarchy**—meaning the people at the top were thought to be more important. The higher you were the more **power** you had. The rulers were the monarchs.

**Priests:** The Priests were the most important members of Maya society. They were bought gifts and other Maya would work for them for free.

**Rulers:** The most important family; they ruled the city and lived a life of luxury. They might lose their place if the city was defeated in a war.

**Nobility:** They might have jobs as military leaders or business leaders. They had servants to work for them. They could read and write.

**Warriors:** Well-respected in society- rank was determined by who their father had been. If captured in war they might become a slave or even be sacrificed!

**Craftsmen:** Created art or ran businesses but could not read or write.

**Farmers:** Lived outside the city and were the biggest group in society. They had very hard lives of manual labour.

**Slaves:** The least important people in society; often captured in war, orphans or rule-breakers. They had no rights and might be used as human sacrifice.

1. The Maya society was organised into city states, ruled by its own king who had absolute monarchy.
2. The Maya believed that their rulers could communicate with the gods.
3. They believed the priests were the link between them and the gods.
4. The Maya offered the blood of the prisoners they captured to the



# Year 5 Forces

## Facts I need to know

1. A **force is a push or a pull**, which can make objects start moving, stop moving, speed up, slow down or change direction.
2. Unsupported objects fall to the Earth because of the **force of gravity**.
3. **Friction** is a contact force between a two surfaces which slows objects when they are moving.



4. **Air resistance** and **water resistance** are types of friction caused by air and water pushing against moving objects.
5. **Mechanisms** such as levers, pulleys and gears allow a smaller force to have a greater effect.

## Simple Machines



A lever rests on a **pivot**. You push or pull down to lift something.



**Pulleys** have a rope which goes over a wheel. You pull the rope to lift heavy objects.



**Gears** are toothed wheels which lock together and turn each other.

## Key Vocabulary

<b>Forcemeter</b>	Equipment to measure the size of a force.
<b>Newton (N)</b>	The unit for measuring force.
<b>Gravity</b>	A force that pulls things down to the centre of the Earth.
<b>Air resistance</b>	The force that slows down objects that move through air.
<b>Water resistance</b>	A force that slows down objects moving through water.
<b>Friction</b>	When one surface moves against another, the rubbing force that tries to stop them is called friction. It gives us grip.
<b>Streamlined</b>	An object that is shaped to travel through air or water with as little resistance as possible.
<b>Simple machines</b>	Lever, pulleys and gears are all types of simple machines.

## Forces in Action

When a sky diver opens their parachute, it increases the air resistance.



A swimmer makes themselves a streamline shape to reduce the water resistance.



Narrow ice skates reduce the amount of surface in contact which reduces friction.



# Year 5 Spanish

## Spring 1

### La comida

Me encantan las hamburguesas.



Las hamburguesas



las patatas fritas



el queso



el zumo de naranja



los bocadillos



el pescado



Me gustan las patatas fritas pero detesto el pescado.



¿Te gusta la pizza? (Do you like pizza?)

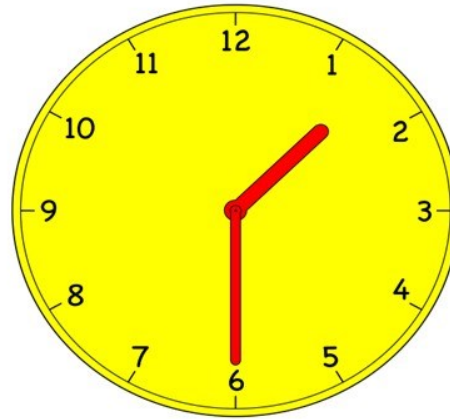
¿Te gusta el queso?

¿Te gusta el pescado?

## Year 5 Spanish

### Spring 2

### La hora



### Qué hora es?

Son las once y veinticinco. **(11.25)**

Son las seis menos cinco. **(5.55)**

**¿A qué hora desayunas?**

What time do you have breakfast?

### Counting in 5's:

Cinco, diez, quince, veinte veinticinco, treinta, treinta cinco, cuarenta, cuarenta y cinco, cincuenta

### Question words:

Qué(what),  
dónde(where),  
quien(who),  
cuando(when),  
cómo(how),  
por qué(why)

¿En qué parte del mundo se habla español?



## Learning for the Summer Term

<p><b>Geography:</b> Features of rivers, water cycle, oxbow lakes, meanders, rivers around the world</p> <p><b>Science:</b> Comparing and grouping materials, solubility, dissolving, separating techniques, reversible changes, irreversible changes</p> <p><b>EPR</b> Changes through puberty, menstruation in the fertility cycle, racism in society, caring for the planet</p> <p><b>PE</b> Gymnastics; rolls, jumps, balances and travelling, Real PE games</p>	<p><b>Music:</b> Ukuleles and glockenspiels, learning a 2 part song, syncopated rhythms</p> <p><b>Computing:</b> Online safety, Google Earth to locate rivers, ArcGIS, Digimaps, MovieMaker, Purple Mash Game Creator</p> <p><b>RE</b> Road to Emmaus, fruits of the Holy Spirit, Ten Commandments, absolution, caring for God's creation including people</p>	<p><b>DT:</b> Textiles; sewing and joining using bullion knot, running stitch, overstitch and backstitch. Food Hygiene and cutting; making a potato salad. Mechanisms; pop up box, cams</p> <p><b>History:</b> Anglo Saxons and Vikings, invasion and settlement in Britain, powerful leadership– King Alfred, 1066, Legacy, Social hierarchy</p> <p><b>Art:</b> Expressionism and pointillism, oil paintings, watercolours</p> <p><b>Drama and Dance:</b> Improvisation, physical movement of characters</p>
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## Year 5 Materials

### Facts I need to know

1. Materials can be grouped together based on **properties**.  
For example:
  - hardness
  - solubility
  - transparency
  - electrical conductivity
  - response to magnets
2. Some substances **dissolve** in liquids to form a **solution**.
3. A substance can be **recovered** from a **solution**.
4. Mixtures can be **separated** by techniques such as – **magnetism, filtering, sieving** and **evaporating**.
5. Changes can be made to materials by mixing them with other materials, or by heating them or by cooling them.
6. These changes can be **reversible changes** or **irreversible changes**.

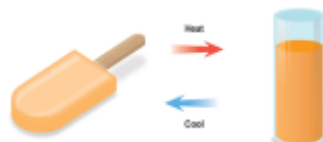
## Reversible Changes

Reversible changes involve **physical changes** of materials and these changes can therefore be reversed.

### Dissolving sugar in water



### Melting and Freezing



### Evaporating and Condensing



## Key Vocabulary

<b>soluble</b>	A solid that does dissolve in a liquid.
<b>insoluble</b>	A solid that does not dissolve in a liquid.
<b>solution</b>	A liquid with a dissolved solid in it.
<b>dissolve</b>	When a soluble solid completely mixes with a liquid and cannot be seen.
<b>saturated solution</b>	When you cannot dissolve any more solid in a liquid.
<b>magnetic attraction</b>	Use a magnet to separate two materials where one is magnetic.

## Irreversible Changes

Irreversible changes involve materials changing **permanently**. You cannot get back the materials that you started with. There is a **chemical change** involved and new materials are made.

### Burning



### Rusting



The action of **acid on bicarbonate of soda**

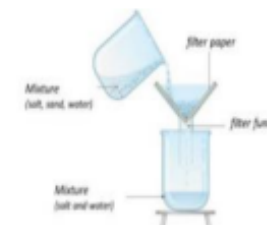


## Separating Techniques

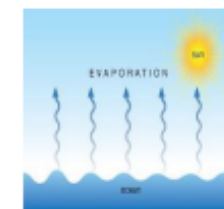
**Sieving** - used to separate solids with different sized particles.



**Filtering** - used to separate an insoluble solid and a liquid.



**Evaporating** - used to separate a soluble solid and water.



# Year 5

# THE ANGLO-SAXONS

## The Invasion of Britain

### Romans - Anglo-Saxons - Vikings - Normans

1. In AD 43, the **Romans invaded** parts of Britain. They built towns, cities and roads. They introduced Christianity as the religion.
2. AD 407, the **Roman Empire collapsed**. Roman soldiers left Britain, leaving Britain **vulnerable to other invaders**.

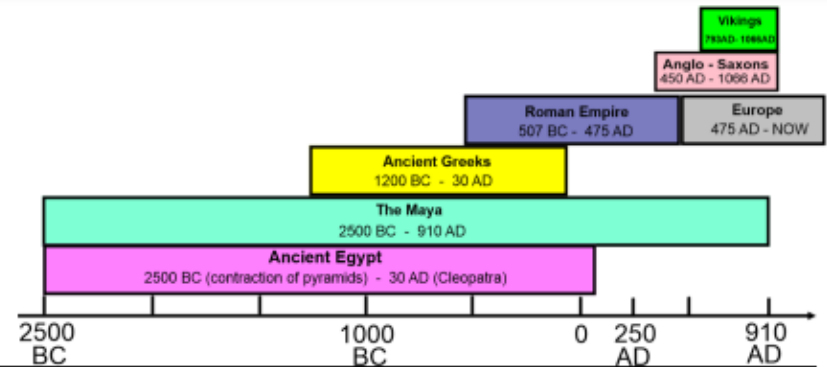


3. AD 449, **Anglo-Saxon tribes** started to **invade**.

4. By 600 AD, **7 Anglo Saxon kingdoms** were ruled by **seven independent kings** who were constantly striving to become the Bretwalda (the chief king) creating huge level of instability.

5. AD 793, the **Vikings** started to invade Britain. As well as fighting amongst themselves, the Anglo-Saxons had to face with the Viking attacks as well.

6. **AD 1066**, the **Norman Invasion** ended the Viking era. This was the last time that Britain was ever invaded.



**Diagram – Anglo-Saxon Invasion Routes (449 – 550AD)**

After the Romans left Britain, it became **vulnerable to invasion**.

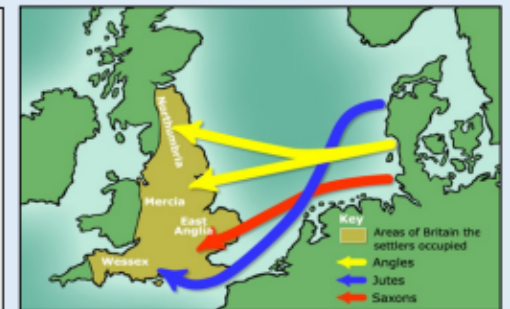
The **Anglo-Saxons** were made up of people who rowed across the North Sea from an area that is now northern Germany, Denmark and the Netherlands.

These people were from three tribes: the **Angles, the Saxons, and the Jutes**.

The **Angles** settled in northern England and East Anglia.

The **Saxons** settled in large sections of southern England.

The **Jutes**, meanwhile, adopted areas of Hampshire, Kent, and the Isle of Wight.



### Why Invade Britain?

- resources
- good fishing and soils for crops.
- power

### The first English monarchs were Anglo-Saxons

- Egbert 802AD was the first English monarch.
- King Alfred the Great 871-899 AD
- King Athelstan 924-939 AD
- Edward the Confessor 1042 –1066 AD
- Goodwin of Wessex (tried to defeat Edward between 1050 – 1052 AD)
- Harold II 1066 AD

410AD the Romans leave Britain

556 AD St Augustine arrives in Britain and introduces people to Christianity.

By 586AD the Seven Kingdoms (Kent, Wessex and Essex, Northumberland, East Anglia and Mercia) were established.

802 AD Egbert becomes the first King of England.

871- 899 AD Alfred the Great rules.

1016 – 1035 AD Canute the Great, the first Viking King, rules.

1066 AD At the Battle of Hastings, the Normans defeat the Anglo-Saxons.

# The Vikings compared to the Anglo-Saxons



## Who were the Vikings?

1. The Vikings were raiders or traders who came to Britain to steal. Later they settled because the land was good.
2. The Vikings homeland in Scandinavia, which were a group of countries including Denmark, Sweden, Finland and Norway.
3. They sailed to the United Kingdom to discover new lands, to look for food, gold and for wood for boats.
4. They used **longships**—narrow, sleek and fast. They were made of wood, the first of their kind, as they were able to sail the oceans and seas. They could be lifted ashore because they were so light.
5. They believed in 12 gods and their heaven was called **Valhalla**.



## The Viking Settlement in Britain

1. The Vikings invaded in **793 AD** by attacking defenceless monks at Lindisfarne.
2. Britain was attractive to **invaders** because of the good fertile soil, the fishing and other resources.
3. Later, they ruled the Northeast of England, called **Danelaw**, after a peace treaty (a written agreement) was signed between **Alfred the Great and Guthrum in 886 AD** (Treaty of Wedmore).
4. **Danegeld** paid by King Alfred to bribe the Vikings to keep out of Wessex.
5. The Vikings prayed to 12 gods. As part of the treaty, they agreed to **convert to Christianity**.
6. **Alfred King of Wessex** became king of all the remaining kingdoms that had not come under Viking control.
7. **King Alfred** did many things to make life in Britain better: built fortified towns, established a fleet of fighting ships, translated books from Latin to English. He made new laws that had to be obeyed (written in English).



## The Final Battles

**1066 AD** Final Anglo—Saxon battles: Battle of Stamford against the Vikings. Battle of Hastings against the Normans. William the Conqueror becomes the king of England (14 Oct).

## Key Vocabulary

<b>Danelaw</b>	The area in Britain ruled by the Vikings.
<b>Saga</b>	A long Viking poem which tells about adventures and battles against monsters.

## Anglo-Saxon Life



**Anglo-Saxon houses** huts made of wood with roofs thatched with straw; often built on top of a cellar.

Their main **meals** were porridge or vegetable stew, cooked in large pots (cauldron) over a fire.

**Craftsmen** worked with leather, wood, pottery, furniture, pots, pans, belts jewellery.



The later Anglo-Saxon kings set up **mints** to make coins which were often stamped with their portraits.



**St Bede the Venerable** wrote about the lives of the English people and provides us with lots of interesting information. His writings are an **historical source**.

## Theme: Invasion and Settlement

### People who came to Britain and settled

People invade or settle in new countries for better land, for food, resources and for power.

**Beaker Cup people** 2500BC-1500BC (Y3)

**Romans** 43AD-410AD (Y3)

**Anglo-Saxons** 449AD (Y5)

**Vikings** 793AD (Y5)

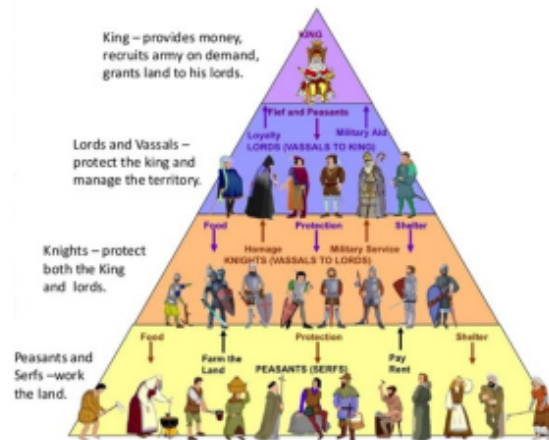
**Normans** 1066AD (Y5) The last invasion of Britain.

# Comparing the Society of the Romans, the Anglo-Saxons and the Vikings

## Social Structure— Romans



## Social Structure— Anglo-Saxons



## Social Structure— Vikings



## Roman Houses



**Excavations of Pompeii discovered Herculaneum, a settlement by the sea.**  
This made it easy to travel by boat and fish for food.

## Anglo-Saxon Houses



**Anglo-Saxon settlement by the sea.**  
This made it easy to fish for food.



## Viking Houses



## Vocabulary— a legacy from our ancestors

### Roman (latin)

Latin roots in English words  
Aqua—water—aqueduct  
Fract—break—fraction  
-Ject—throw—reject, project  
Cent—100—century

### Anglo-Saxon

*bridge* – bridge    *lake* – lake  
*burgh/bury* – fort as in Edinburgh  
*ham* – village as in Bookham  
*ton* – farm/village as in Kingston

### Viking

*gate* – road  
*by* – village  
*kirk* – church  
*thing* – meeting place

## Theme: Monarchy and Power

The Anglo-Saxon, Viking and Norman Kings were all powerful leaders.

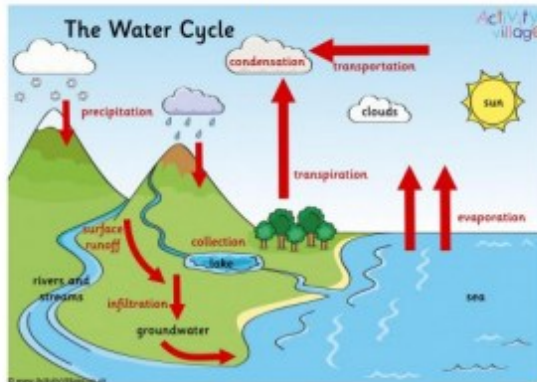
All monarchs needed an **heir** to carry on their **dynasty**—their family line.

Good monarchs led fairly. They would have been both feared and respected. Monarchs often had to fight to keep their power.

# Year 5 Geography Rivers

## The Water Cycle

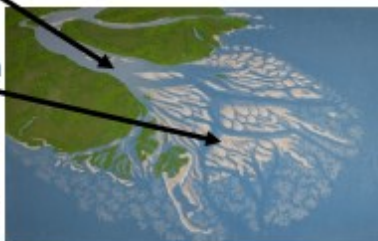
The **Water Cycle** is the process of how the Earth's water is recycled.



<b>Evaporation</b>	The process by which a <b>liquid turns into a gas.</b>
<b>Condensation</b>	The process by which a <b>gas turns into a liquid.</b>
<b>Precipitation</b>	Any liquid or frozen water that falls from the atmosphere to Earth. E.g. rain, fog, snow, dew
<b>Transpiration</b>	The process by which a plant loses water.

**River Mouth** where the river flows into the sea.

A **river delta** is a landform created by deposition of sediment that is carried by a river as the flow leaves the **river mouth** and enters slower-moving or stagnant water.

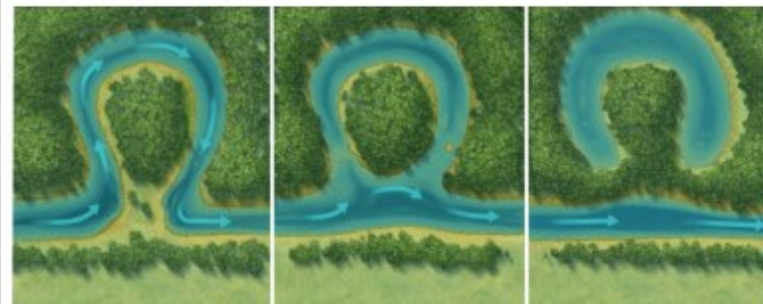


River	Length
Thames	346 km
Amazon	6400 km
Nile	6650 km
Mississippi	3730 km
Ganges	2510 km
Loa	440 km

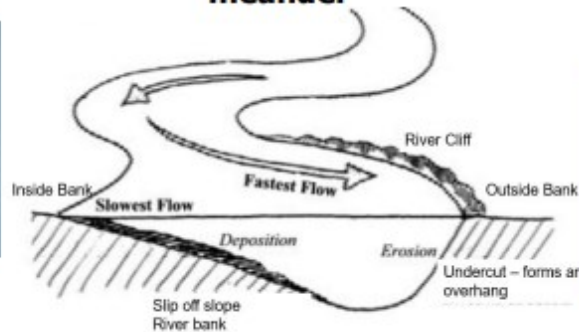
## Oxbow Lakes



An **Oxbow lake** is a meander which has been cut off from the main river over time. It is often horse-shoe shaped.



## Cross-section of the features of a meander

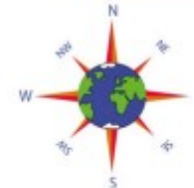


**A river flows faster on the outside of a meander and slowest on the inside of a meander.**

<b>Erosion</b>	The wearing away of the land by forces such as water, wind, and ice.
<b>Deposition</b>	The process that occurs when the river loses its energy and deposits the load it was carrying.

## Key Vocabulary

<b>Tributaries</b>	Smaller rivers and streams that join the main <b>channel</b> of a river.
<b>Floodplain</b>	Flat area around a river that is covered in water when it floods—often good agricultural land.



## The River System



A **river** begins at its **source** which is on higher ground or in the mountains. It ends when it flows into the sea at the point which is known as the **mouth**.

A **meander** is a bend in a river. Continuous **erosion** on the outer bank and **deposition** on the inner bank will usually extend the bend in the river.

**Year 5 Spanish**  
**Summer**  
**La música**



La música clásica,  
el reggae,  
el jazz,  
el hip hop,  
la música folklórico,  
la música española.

**Qué instrumento tocas?**

El teclado  
la batería,  
la trompeta  
la flauta,  
la guitarra,  
el piano

**Global Music to Know**

Flamenco de España  
Salsa de Cuba y Puerto Rico  
Tango de Argentina  
Cumbia de Colombia  
Las flautas de Peru

**Cuál tipo de música  
te gusta?**  
**¿Por qué te gusta?**

**New vocabulary:**

Cuál : What Tipo: type Versos: verses  
Composición : composition Crear : to create  
Letras: Lyrics Melodía: Melody

**Te gusta?**

por qué te gusta?  
me gusta/ no me gusta  
  
porque es... aburrido,  
tranquilo, sosa, ruidosa  
lenta

**Me gusta tu canción porque es muy  
creative.**

I like your song because it is very creative.

**No me gusta la letra de esta canción,  
pero la melodía es genial.**

I don't like the lyrics of this song, but the  
melody is great.

